

Let's keep going.

6. If Helen, Kyle, and Lenore, not necessarily in that order, give the three morning reports, which one of the following must be true?

- (A) Helen gives a report on Monday. 
- (B) Irving gives a report on Monday. 
- (C) Irving gives a report on Wednesday. 
- (D) Kyle gives a report on Tuesday. 
- (E) Kyle gives a report on Wednesday. 

Here's How to Crack It

As with all Specific problems, begin with a new row. However, this one is a bit challenging to diagram. We know that H, K, and L are in the A.M., but we don't know their order. The three elements completely fill up the three A.M. slots, though. This forces O and R to be Out. Therefore, G must be In on T in the P.M. N must also be In. Remember clue 3 is highly restrictive, and we deduced that if G was on T, then N couldn't be on M. Our A.M. slots are filled, so N must be W P.M. Our final element is I, who must be on M P.M. We still don't know the location of H, K, and L, so leave these off the diagram.

GHIK LNOR		M	T	W	Out
Clue	AM				
Shelf	PM				
	~O~R				--
②	O→R→				
	~O~R				L K
⑤	AM	O/R	N	I	
	PM	L	K	H	G O/R
⑤A	AM	I	L	N	
	PM	O/R	K	H	
⑤D	AM	R	G	I	
	PM	L	K	H	N O
⑥	AM	I	G	N	
	PM				O R

We are looking for the single answer that must be true. Choice (B) must be true, so lock it in and move on.

4. If George, Nina, and Robert give reports and they do so on different days from one another, which one of the following could be true?

- (A) Helen gives a report on Wednesday. 
- (B) Nina gives a report on Monday. 
- (C) Nina gives a report on Tuesday. 
- (D) Olivia gives a report on Monday. 
- (E) Robert gives a report on Wednesday. 

Here's How to Crack It

Begin by putting the most restricted information on the new row in your diagram. Since G is In, put G on T. It's not clear when on T, so let's arbitrarily put G in the A.M. Since G is In, N cannot be on Monday. Therefore, R is on M A.M., and N is sometime on W. At this point, use POE to get rid of any answer choice that must be false.

	GH LNOR	M	T	W	Out
Clue Shelf	- - AM ~O~R PM	-	-	-	-
(2)	O→R→ AM ~O~R PM	-	-	-	L K
(5)	- - AM PM	O/R L	N K	I H	G O/R
(5A)	- - AM PM	I O/R	L K	N H	-
(5D)	- - AM PM	R L	G K	I H	N O
(6)	- - AM PM	-	G	N	O R
(4)	- - AM PM	R	G	(N) (N)	-

We don't know anything about H, so skip (A). N must be on W, so eliminate (B) and (C). O cannot go on Monday since O must be in the A.M. but R is already there; get rid of (D). Finally, R must be on M, so eliminate (E). The answer is (A).

Let's move on to the final question. Question 3 is a bit twisted, just like other aspects of this game. This appears to be a General question, but also includes the phrase "if they give reports on the same day...." If you aren't sure how to approach a question like this, treat it as a General question.

3. Which one of the following is a pair of students who, if they give reports on the same day as each other, must give reports on Wednesday?

- (A) George and Lenore 
- (B) Helen and Nina 
- (C) Irving and Robert 
- (D) Kyle and Nina 
- (E) Olivia and Kyle 

Here's How to Crack It

Let's treat this like a General question since it is a bit twisted. Our deduction doesn't really apply since we are looking only at W. First, let's use our rules and some prior work to eliminate answers. G can be only on T, so get rid of (A). We know from question 4 that H and N could be together on W, so let's hold on to (B) (you don't want to lock in an answer on a Must Be True question unless you are positive that it will always occur). We see from the flexibility in question 4 that I and R could pair together on Monday. Since they are paired on a day other than Wednesday, eliminate (C). From our first play in question 5 we saw that K and N could be paired together on T, so get rid of (D). We don't have any prior work that helps us with (E), so skip that one. We will have to play one of these remaining answer choices. Since this is a Must Be True question, we want to try to see if an answer could be false. Let's look at (B). If we put H and N on M or T, then rule 3 will apply. Since H is with N, there is no way to pair N with H on a day other than W. This must be true, so choose (B).

Now that we have wrapped up five games, we want to provide you with one last technique that will aid you in moving through the games sections with a maximum of accuracy and efficiency.

Games Technique: Ranking and Ordering Your Games

To be successful in a Games section, it is important to be able to predict the relative difficulty of the games before you get started. How can you tell? There are several things to look for after you've read through the setup and clues.

Start with the relationship between the elements and the places to which they'll be assigned. In an Ordering game, you want a one-to-one correspondence between elements and slots. In a Grouping game, by definition, there will be more than one element in each group. In this case, you want to know if there is a set number of elements per group. If there are multiple distributions, the game is more complicated than if everything is determined at the outset. Pure In/Out games usually do not have big deductions, but if they have several complex conditional clues, they may be more time-consuming.

Next, you'll want to ask two important questions: can you leave out any elements? Can any elements be repeated? If the answer to either or both of those questions is yes, the game will be more complicated. Remember that whenever elements can be left out, you should add an "Out" column so that you have a place to put them.

Historically, the LSAT Games section has had two easier games and two harder games. Ideally, you want to identify and work the two easier games first. Approaching the games in a "workable" order is the most powerful tool you have for doing well on this section. Even if you're working all four games, it still makes sense to leave the one that looks worst for last. The easiest and quickest way to order your section is to read the setup and the clues for each of the first two games only. Don't work with your pen; just evaluate each to see whether you know how to diagram them and whether the clues look familiar and straightforward, or intricate and complicated. You should be able to tell how many twists (if any) the test-writers have put into each game.

You'll probably find that you have a preference for one of the games over the other. If you do, dive into the one you prefer. In the rare case in which both games look awful, you can navigate to the other two games, but you don't want to spend a ton of time previewing. Get to work as soon as possible.

Once you've finished the first game, evaluate the next two games. At this point, decide which of the three remaining games you'd rather work next. You may decide to go back to one of the first ones you saw, but usually you'll find that one of the second pair looks pretty approachable. It might even be easier than the first one you worked. Now that you're warmed up, you should be able to tear through it with confidence.

No matter how many games you see, there may be some that initially look innocuous but turn out to be harder than you expect. Don't let these make you anxious though. With a bit of experience, you should have no trouble identifying a tricky game.

There are things you can look for that may suggest difficulty: uncertainty about the diagram is a big one. Still, you may have a diagram solidly in mind and encounter problems once you begin working the questions. If this happens to you on the LSAT, don't panic—and, especially, don't abandon ship! Many games start slowly, but if you keep going, you will realize that not all of the questions are equally tough. Remember that there is always more you can do, even if it's just generating an example to eliminate that next answer choice. Games become better only when you work with them one step at a time and remain calm! Don't just stare, and don't give up.

Selecting games is important, but don't feel like something's gone wrong if the first game you work doesn't seem that easy once you're into it. No one is 100 percent reliable at predicting a game's difficulty. If the first one you work takes you a little while, chances are that there are one or two other games on the section that will take you less time. Remain calm, keep working, and look for an easy game to do next so you can make up time.

PUTTING IT ALL TOGETHER

That's it! You've made it to the end of the LSAT Games section. In this section, we've covered you through the entire process, from selecting your games to working them. Now, when you begin this section, we recommend reviewing your notes, the strategy, and the techniques from each lesson. If you already understand the strategy and techniques, you can skip the review and go straight to the games. If you need more practice, you can go back to the relevant lesson. In the next section, we'll talk about how to work the games, as well as the way to crack them. Don't flip to that section until you've worked all four games.

If you want, you can turn on the timer to see how long it takes you to work the games. We mean all your first attempts, and then later on, you can see how long it takes you to work on the game. Find the timer in the corner of a screen when it's necessary. When you're done, stop the clock and note how long it took you to complete the game and then see how accurate you were. This will help you figure out approximately how long it takes you to do a game accurately, and by extension, how many games you can reasonably expect to get through on a given section.

TECHNIQUE DRILL: RANKING AND ORDERING GAMES

Take a moment to flip back through the chapter and rank the games that you worked in Lessons 2–5. We will provide a few lines for you to justify your response. After you have done so, we will provide you with our recommendation for the order you should work these games in had they all appeared on a single LSAT section. Ultimately, ranking and ordering games is subject to personal biases and interests. However, there are usually clear now games (super easy) and clear later games. You can find Game 2 on pages 176–177, Game 3 on pages 200–201, Game 4 on pages 228–229, and Game 5 on pages 248–249.

First Game (circle one): Lesson 2 Lesson 3 Lesson 4 Lesson 5

Why?: _____

Second Game (circle one): Lesson 2 Lesson 3 Lesson 4 Lesson 5

Why?: _____

Third Game (circle one): Lesson 2 Lesson 3 Lesson 4 Lesson 5

Why?: _____

Fourth Game (circle one): Lesson 2 Lesson 3 Lesson 4 Lesson 5

Why?: _____

Cracking the Ranking Drill

This is our order. Yours may have been different from ours in some small ways. As long as you have clear justifications for your choices and you are consciously thinking about your order, you should be fine.

First game: Lesson 3. This is a very straightforward 1D Grouping game. It also has some ordering elements bringing it into familiar territory. The clues are standard block, antiblock, and conditionals.

Second game: Lesson 2. This is a 2D Ordering game, and elements repeat, making it more challenging than the 1D Grouping game. In spite of this, as long as you keep track of the different dimensions, this game is not that challenging. The clues are pretty clear and easy to diagram.

Third game: Lesson 4. Many students strongly dislike In/Out games because they struggle with conditional statements. However, if you understand (or even enjoy) conditionals, this may have been earlier in your ranking. We put this game here because it is a 1D In/Out game. Among In/Out games, this one is easier than most. There are only a small number of elements. The clues are mostly standard, non-confusing conditionals. As long as you understand how conditional statements work, a game similar to this one should pose few problems on the actual exam.

Fourth game: Lesson 5. This shouldn't be a surprise to any of you. Just as Lesson 3 was a clear winner for easiest game, this is a clear "winner" for hardest game. The complexity of the diagram, the extra elements, the 2D nature of the game, and the twisted conditional all combine to make this game quite challenging. Even if you are pacing at the 4 game pace on the test, save a game like this one for last on the exam.

PUTTING IT ALL TOGETHER

That's it for your five-lesson foray into the LSAT Games section. It is time to combine what you have learned and try your hand at four games in a row. Before you begin this section, we recommend reviewing your notes, the process, and the techniques from each lesson. Make sure that you understand the approach for all games and question types. Take the time to work the games in the most efficient order possible. In the answer key, we will provide a ranking for these games as well as the way to crack it. Don't flip to the answers until you have worked all four games.

If you want, you can measure the time it takes you to do each game. By measure, we mean set your timer to count up, and then turn it away so that you can't see the clock as you work on the game. Put the timer in a drawer or in another room if necessary. When you're done, stop the clock and note how long it took you to complete the game and then see how accurate you were. This will help you figure out approximately how long it takes you to do a game accurately, and by extension, how many games you can reasonably expect to get through on a given section.

Games Practice Drill

Answers can be found in Chapter 8.

GAME 1

This Game and its questions are from PrepTest 56, Section 1, Game 2, Questions 7–11.

Questions 1–5

Four people—Grace, Heather, Josh, and Maria—will help each other move exactly three pieces of furniture—a recliner, a sofa, and a table. Each piece of furniture will be moved by exactly two of the people, and each person will help move at least one of the pieces of furniture, subject to the following constraints:

Grace helps move the sofa if, but only if, Heather helps move the recliner.

If Josh helps move the table, then Maria helps move the recliner.

No piece of furniture is moved by Grace and Josh together.

1. Which one of the following could be an accurate matching of each piece of furniture to the two people who help each other move it?
 - (A) recliner: Grace and Maria; sofa: Heather and Josh; table: Grace and Heather
 - (B) recliner: Grace and Maria; sofa: Heather and Maria; table: Grace and Josh
 - (C) recliner: Heather and Josh; sofa: Grace and Heather; table: Josh and Maria
 - (D) recliner: Heather and Josh; sofa: Heather and Maria; table: Grace and Maria
 - (E) recliner: Josh and Maria; sofa: Grace and Heather; table: Grace and Maria
2. If Josh and Maria help each other move the recliner, then which one of the following must be true?
 - (A) Heather helps move the sofa.
 - (B) Josh helps move the sofa.
 - (C) Maria helps move the sofa.
 - (D) Grace helps move the table.
 - (E) Heather helps move the table.
3. If Heather helps move each of the pieces of furniture, then which one of the following could be true?
 - (A) Grace helps move the recliner.
 - (B) Maria helps move the recliner.
 - (C) Josh helps move the sofa.
 - (D) Maria helps move the sofa.
 - (E) Grace helps move the table.

4. Which one of the following could be a pair of people who help each other move both the recliner and the table?

- (A) Grace and Josh
- (B) Grace and Maria
- (C) Heather and Josh
- (D) Heather and Maria
- (E) Josh and Maria

5. If Josh and Maria help each other move the sofa, then which one of the following could be true?

- (A) Heather and Josh help each other move the recliner.
- (B) Heather and Maria help each other move the recliner.
- (C) Grace and Josh help each other move the table.
- (D) Grace and Maria help each other move the table.
- (E) Heather and Maria help each other move the table.

GAME 2

This Game and its questions are from PrepTest 45, Section 3, Game 2, Questions 7–12.

Questions 6–11

Exactly six people—Lulu, Nam, Ofelia, Pachai, Santiago, and Tyrone—are the only contestants in a chess tournament. The tournament consists of four games, played one after the other. Exactly two people play in each game, and each person plays in at least one game. The following conditions must apply:

Tyrone does not play in the first or third game.

Lulu plays in the last game.

Nam plays in only one game and it is not against Pachai.

Santiago plays in exactly two games, one just before and one just after the only game that Ofelia plays in.

6. Which one of the following could be an accurate list of the contestants who play in each of the four games?

- (A) first game: Pachai, Santiago; second game: Ofelia, Tyrone; third game: Pachai, Santiago; fourth game: Lulu, Nam 
- (B) first game: Lulu, Nam; second game: Pachai, Santiago; third game: Ofelia, Tyrone; fourth game: Lulu, Santiago 
- (C) first game: Pachai, Santiago; second game: Lulu, Tyrone; third game: Nam, Ofelia; fourth game: Lulu, Nam 
- (D) first game: Nam, Santiago; second game: Nam, Ofelia; third game: Pachai, Santiago; fourth game: Lulu, Tyrone 
- (E) first game: Lulu, Nam; second game: Santiago, Tyrone; third game: Lulu, Ofelia; fourth game: Pachai, Santiago 

7. Which one of the following contestants could play in two consecutive games?

- (A) Lulu 
- (B) Nam 
- (C) Ofelia 
- (D) Santiago 
- (E) Tyrone 

8. If Tyrone plays in the fourth game, then which one of the following could be true?

- (A) Nam plays in the second game. 
- (B) Ofelia plays in the third game. 
- (C) Santiago plays in the second game. 
- (D) Nam plays a game against Lulu. 
- (E) Pachai plays a game against Lulu. 

9. Which one of the following could be true?

- (A) Pachai plays against Lulu in the first game. 
- (B) Pachai plays against Nam in the second game. 
- (C) Santiago plays against Ofelia in the second game. 
- (D) Pachai plays against Lulu in the third game. 
- (E) Nam plays against Santiago in the fourth game. 

10. Which one of the following is a complete and accurate list of the contestants who CANNOT play against Tyrone in any game?

- (A) Lulu, Pachai
- (B) Nam, Ofelia
- (C) Nam, Pachai
- (D) Nam, Santiago
- (E) Ofelia, Pachai

11. If Ofelia plays in the third game, which one of the following must be true?

- (A) Lulu plays in the third game.
- (B) Nam plays in the third game.
- (C) Pachai plays in the first game.
- (D) Pachai plays in the third game.
- (E) Tyrone plays in the second game.

GAME 3

This Game and its questions are from PrepTest 56, Section 1, Game 1, Questions 1–6.

Questions 12–17

Individual hour-long auditions will be scheduled for each of six saxophonists—Fujimura, Gabrieli, Herman, Jackson, King, and Lauder. The auditions will all take place on the same day. Each audition will begin on the hour, with the first beginning at 1 P.M. and the last at 6 P.M. The schedule of auditions must conform to the following conditions:

Jackson auditions earlier than Herman does.

Gabrieli auditions earlier than King does.

Gabrieli auditions either immediately before or immediately after Lauder does.

Exactly one audition separates the auditions of Jackson and Lauder.

12. Which one of the following is an acceptable schedule for the auditions, listed in order from 1 P.M. through 6 P.M.?

- (A) Fujimura, Gabrieli, King, Jackson, Herman, Lauder 
- (B) Fujimura, King, Lauder, Gabrieli, Jackson, Herman 
- (C) Fujimura, Lauder, Gabrieli, King, Jackson, Herman 
- (D) Herman, Jackson, Gabrieli, Lauder, King, Fujimura 
- (E) Jackson, Gabrieli, Lauder, Herman, King, Fujimura 

13. Which one of the following must be true?

- (A) Lauder is scheduled to audition earlier than Herman. 
- (B) Lauder is scheduled to audition earlier than King. 
- (C) Jackson's audition is scheduled to begin at either 1 P.M. or 5 P.M. 
- (D) Fujimura and Jackson are not scheduled to audition in consecutive hours. 
- (E) Gabrieli and King are not scheduled to audition in consecutive hours. 

14. The earliest King's audition could be scheduled to begin is

- (A) 5 P.M. 
- (B) 4 P.M. 
- (C) 3 P.M. 
- (D) 2 P.M. 
- (E) 1 P.M. 

15. The order in which the saxophonists are scheduled to audition is completely determined if which one of the following is true?

- (A) Herman's audition is scheduled to begin at 4 P.M. 
- (B) Jackson's audition is scheduled to begin at 1 P.M. 
- (C) Jackson's audition is scheduled to begin at 5 P.M. 
- (D) Lauder's audition is scheduled to begin at 1 P.M. 
- (E) Lauder's audition is scheduled to begin at 2 P.M. 

16. If Fujimura's audition is not scheduled to begin at 1 P.M., which one of the following could be true?

- (A) Herman's audition is scheduled to begin at 6 P.M.
- (B) Gabrieli's audition is scheduled to begin at 5 P.M.
- (C) Herman's audition is scheduled to begin at 3 P.M.
- (D) Jackson's audition is scheduled to begin at 2 P.M.
- (E) Jackson's audition is scheduled to begin at 5 P.M.

17. Which one of the following must be true?

- (A) Gabrieli's audition is scheduled to begin before 5 P.M.
- (B) Herman's audition is scheduled to begin after 2 P.M.
- (C) Herman's audition is scheduled to begin before 6 P.M.
- (D) King's audition is scheduled to begin before 6 P.M.
- (E) Lauder's audition is scheduled to begin before 5 P.M.

GAME 4

This Game and its questions are from PrepTest 45, Section 3, Game 4, Questions 18–22.

Questions 18–22

The Export Alliance consists of exactly three nations: Nation X, Nation Y, and Nation Z. Each nation in the Alliance exports exactly two of the following five crops: oranges, rice, soybeans, tea, and wheat. Each of these crops is exported by at least one of the nations in the Alliance. The following conditions hold:

None of the nations exports both wheat and oranges.

Nation X exports soybeans if, but only if, Nation Y does also.

If Nation Y exports rice, then Nations X and Z both export tea.

Nation Y does not export any crop that Nation Z exports.

18. Which one of the following could be an accurate list, for each of the nations, of the crops it exports?

- (A) Nation X: oranges, rice; Nation Y: oranges, tea; Nation Z: soybeans, wheat 
- (B) Nation X: oranges, tea; Nation Y: oranges, rice; Nation Z: soybeans, wheat 
- (C) Nation X: oranges, wheat; Nation Y: oranges, tea; Nation Z: rice, soybeans 
- (D) Nation X: rice, wheat; Nation Y: oranges, tea; Nation Z: oranges, soybeans 
- (E) Nation X: soybeans, rice; Nation Y: oranges, tea; Nation Z: soybeans, wheat 

19. If Nation X exports soybeans and tea, then which one of the following could be true?

- (A) Nation Y exports oranges. 
- (B) Nation Y exports rice. 
- (C) Nation Y exports tea. 
- (D) Nation Z exports soybeans. 
- (E) Nation Z exports tea. 

20. If Nation Z exports tea and wheat, then which one of the following must be true?

- (A) Nation X exports oranges. 
- (B) Nation X exports tea. 
- (C) Nation X exports wheat. 
- (D) Nation Y exports rice. 
- (E) Nation Y exports soybeans. 

21. It CANNOT be the case that both Nation X and Nation Z export which one of the following crops?

- (A) oranges 
- (B) rice 
- (C) soybeans 
- (D) tea 
- (E) wheat 

22. Which one of the following pairs CANNOT be the two crops that Nation Y exports?

- (A) oranges and rice
- (B) oranges and soybeans
- (C) rice and tea
- (D) rice and wheat
- (E) soybeans and wheat



Game 1 Self-Assessment

Steps 1–3 Assessment

Steps 4–6 Assessment

Game 2 Self-Assessment

Steps 1–3 Assessment

Steps 4–6 Assessment

Game 3 Self-Assessment

Steps 1–3 Assessment

Steps 4–6 Assessment

Game 4 Self-Assessment

Steps 1–3 Assessment

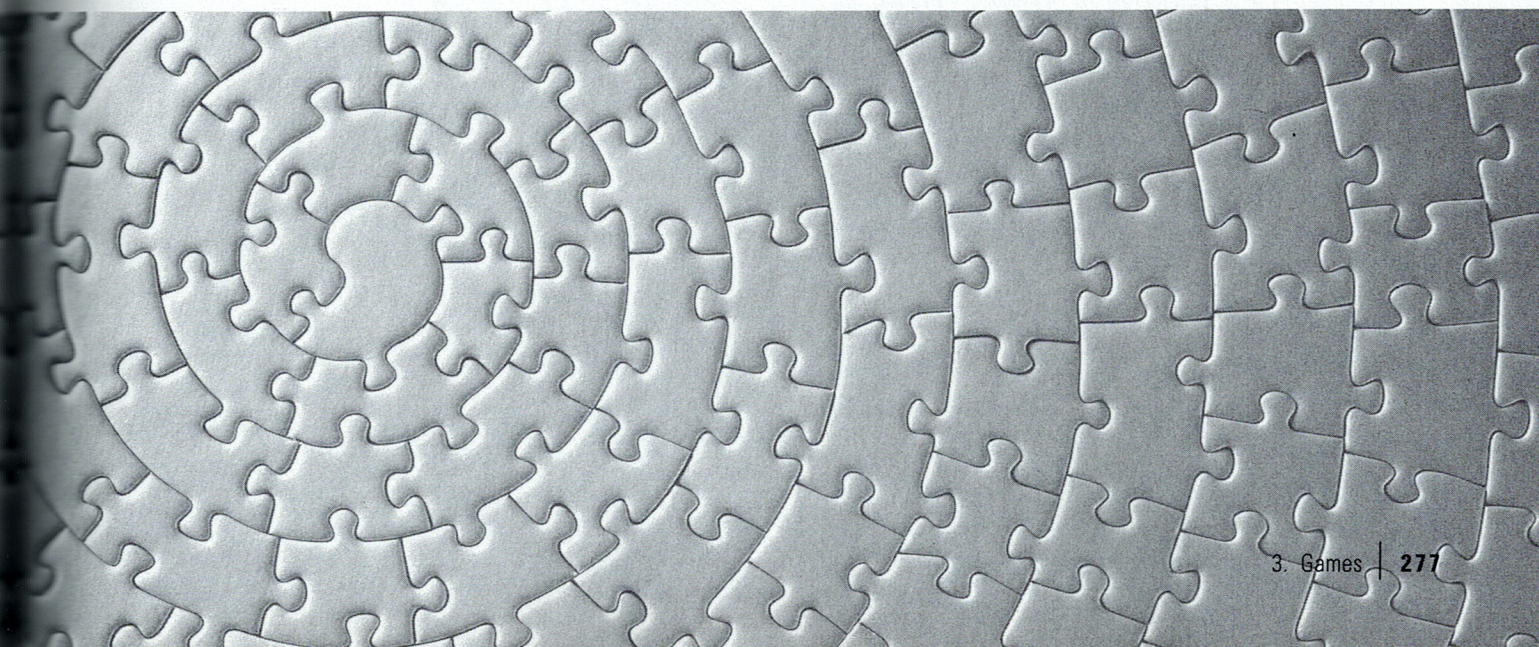
Steps 4–6 Assessment

Summary

Here's a list of the major ideas and strategies for the Games section.

- Pacing and Selection
 - If you're getting fewer than 12 questions right on the Games section, focus on two games; if you're getting fewer than 18 questions right, focus on three games.
 - Look for games with familiar clues, a one-to-one correspondence, and concrete questions; avoid games with difficult diagrams, vague clues, and Complex questions.
- Step 1: Diagram and Inventory
 - The elements are the mobile pieces in a game; don't forget to list them in an inventory near your diagram.
 - When elements come with two types of fixed characteristics, use uppercase and lowercase letters to distinguish them; if uppercase and lowercase are not appropriate, use subscripts.
 - Always keep track of the rules for using elements: Can they be used more than once? Do all of them have to be used?
 - To diagram the game, look for what stays the same. If it isn't clear what stays the same, be sure to inspect the clues for ideas.
 - If the game asks you to put the elements in order, the ordered collection (days of the week, times, positions from right to left) will usually serve as the core of your diagram.
 - If an Ordering game asks you to put more than one thing at each time/position, stack your boxes into tiers or use a chart.
 - If a game asks you to arrange elements spatially, draw a picture of the space and use that as your diagram. Keep your pictures small so you don't have to erase.
 - A Grouping game asks you to put the elements into collections of some sort; Grouping games usually include clues that can be easily translated as blocks or antiblocks.
 - An In/Out game asks you to choose some of the elements but not others; these are similar to Grouping games, but the "Out" column may not obey the same rules as the "In" column.
 - Hybrid games may combine two or more of the tasks described; construct the diagram for a hybrid game by fusing together the diagrams appropriate for each task. If one task is more important than another, make that one the core of your diagram.

- Step 2: Symbolize the Clues and Double-Check
 - Remember the three Cs: *clear*, *consistent*, and *concise*. Symbols should be visual (if possible), should be easily understood, and should match your diagram.
 - Range clues talk about the order in which elements must appear, but they don't indicate a fixed amount of space that must appear between the elements.
 - Block clues indicate a fixed relationship. In Ordering games, they show the precise position of elements relative to one another; in other games, they indicate elements that must appear in the same area of the diagram.
 - Antiblock clues are the opposite of blocks; they show elements that can't appear together.
 - Conditional clues tell you what happens if a particular condition is met; symbolize them with arrows because they can be read only from left to right. **DON'T GO AGAINST THE ARROW.**
 - The contrapositive of a conditional clue is formed by flipping the order of the statements around the arrow and negating each one; this is the only certain deduction that can be made from a conditional clue. When you symbolize a conditional clue, symbolize its contrapositive right away.
 - Conditional clues most often include the words "if," "only," or "unless." Each of these must be translated into symbols in slightly different ways; make sure you know these methods.
 - Wherever possible, symbolize clues directly on or above your diagram.
 - Double-check by going against the grain: look at each clue, express its meaning in your own words, and look for a listed clue that means the same thing; once you find it, check the clue off in the original list. Before you move on, make sure all of the clues are checked.
- Step 3: Make Deductions and Size Up the Game
 - Deductions improve efficiency by saving you time on the questions; look for them, but don't get bogged down.
 - Repeated elements often provide the opportunity for deductions: if an element is mentioned in two or more clues, try to combine the information to arrive at a new fact.
 - Combine clues, when possible, into a single symbol. This is particularly useful on Ordering games.
 - Large clues, such as blocks or range clues containing multiple elements, are often a good source of deductions. There may be only a few ways you can fit a large clue into your diagram.



- General clues—clues that pertain to many elements and to many places in the diagram—often yield deductions when they are applied to specific items of information within the diagram.
 - When a clue mentions numbers—the number of elements in a group, for example, or the number of times an element can be used—be on the lookout for distribution deductions. You may have to try several possibilities to learn that only certain distributions are possible.
 - Before you move to the questions, ask yourself “What’s the most restricted part of this game? What’s the least restricted? What’s likely to be the most useful clue?”
- Step 4: Assess the Question
 - A Grab-a-Rule question has answer choices that are complete listings of where the elements go. If a game has this type of question, it will appear first; you should work it first.
 - A Specific question adds information to the rules initially given for the game; this new rule applies only to that question. Work Specific questions on your first pass through the game, except for those you identify as Complex.
 - A General question asks you to deal with the game as-is, without offering further information. Work these on your second pass through the game.
 - A Complex question has a vague, open-ended, or difficult task. Work through these on your second pass through the game.
 - Step 5: Act
 - On a Specific question, follow this process: symbolize the new information; often this can be done right in a new line of your diagram. Then deduce everything you can from it. In many cases, this will get you directly to the answer. If it doesn’t, then you should begin POE.
 - If a General question asks you about something in your initial deductions, you may be able to answer it right away. Most often, you’ll have to use POE.

○ Step 6: Using POE

- For a Grab-a-Rule question, begin by eliminating anything that obviously doesn't fit your deductions. Then take one rule at a time, scanning the answer choices and eliminating those that don't follow the rule. When there's only one left, pick it and move on.
- For General questions, use your prior work to find examples and counterexamples to help you with POE. This can save you a great deal of time and effort.
- For Could Be True and Must Be False questions, try to make the choice you're working on true.
- For Must Be True and Could Be False questions, try to make the choice you're working on false.
- Remember that the goal on all games questions is to find either the one right answer or the four wrong answers, but not both. Your goal is to work carefully and accurately. Trust your work.

Chapter 4

Reading Comprehension

The Reading Comprehension section is one of the most important parts of the LSAT. It tests your ability to understand and analyze complex passages, such as those found in the humanities, social sciences, and natural sciences. The passages are typically 400-600 words in length, and you will be asked to answer questions about the main idea, supporting details, and the author's tone and purpose. This section is often the most challenging part of the LSAT, but with practice and a good understanding of the strategies in this chapter, you can improve your score.

In this chapter, we will walk through the various